



Grammatical Errors of Google Translate in Translating Indonesian Narrative Text to English

Farida Repelita Waty br.Kembaren¹, Sholihatul Hamidah Daulay^{2*}, Azura Srikandi³

¹ Universitas Islam Negeri Sumatera Utara Medan

² Universitas Islam Negeri Sumatera Utara Medan

³ Universitas Islam Negeri Sumatera Utara Medan

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*Correspondences Address:

sholihatulhamidah@uinsu.ac.id

Abstract

Many people have recently turned to machine translation to help them translate their documents. However, it is not widely used in the academic field, owing to worries about its trustworthy in terms of appropriately rendering the source text in the target language. This tool only translates on a word-by-word basis without considering the actual meaning of the text and grammar rules in English. It often applies Indonesian structure. So, when students are using Google Translate to translate a text, a new issue arises because it just transfers language without knowing the correct grammar. Research methodology in this research is qualitative research with content analysis method as the research design. From 5 narrative texts that have translated by Google translate from Indonesia to English found that there are two omission error, four addition error, six misinformation and two disordering error and the most common error is misinformation. This study seeks to educate students about grammatical issues that can arise when using Google Translate, allowing them to avoid making the same mistakes and improve their knowledge.

INTRODUCTION

Many people have recently turned to machine translation to assist them

with document translation. However, it is not widely used in academia due to concerns about its reliability in accurately rendering the source text in the target language. Several materials are translated in South African higher education institutions to aid successful learning. Nonetheless, in order to reduce translation costs, teachers and students frequently look for alternatives to professional translation when translating their study materials. Indah (2023) stated that Google Translate is an appropriate and functional online translation machine that was used to translate student texts in this study.

According to Srikandi & Daulay (2022), using Google Translate as a machine translator is as simple as typing the text into the website, selecting the target language, and clicking the translate button. This convenience benefits students because it improves their writing skills and serves as a useful learning tool. However, because this tool only translates on a word-by-word basis, it produces imprecise sentences. It frequently employs Indonesian structure, which differs from English structure, and this can result in some grammatical errors. So, when using Google Translate to translate a text, a new issue arises because it simply transfers language without knowing the correct grammar (Pham et al., 2022). The quality of Google Translate translations, on the other hand, needs to be significantly improved. As a result, teachers must be aware of these constraints and provide appropriate instruction to students. The translation quality remained poor, and the texts required extensive post-editing to be useful.

There are several related previous studies which based the research on grammatical errors in translating using Google Translate. Borodina et al., (2021) also stated that translation Machine (MT) is a text translation process that is completely automated. Without the assistance of human translators, the translation is completed totally by machine. In general, current machine translation can only achieve 90 percent accuracy. In the other follow-up questionnaire survey conducted by Tsai (2023), it was discovered that EFL students were delighted with the usage of Google Translate in their English writing, particularly in terms of finding vocabulary and enhancing English writing completion. However, rather than being correct, Google Translate is quite useful

as a pre-translation. But, it still requires editing to be revised. It is recommended that users of Google Translate submit well-formed sentences in Bahasa Indonesia to reduce the number of errors (Al Farisi et al., 2023).

The novelty in this research is that the researcher uses a qualitative content analysis method to conduct this study, also known as the "document analysis method." It not only describes kinds of grammatical errors but also the errors that are most often found in translating narrative texts using Google Translate by using Larson's theory of analysis, namely errors in addition, deletion, replacement, and misordering. The goal of this research is to describe the types of grammatical errors and errors that are most commonly encountered when translating narrative texts using Google Translate. This study seeks to educate students about grammatical issues that can arise when using Google Translate, allowing them to avoid making the same mistakes and improve their knowledge. Three main topics that will be discussed are:

Grammatical Errors

Grammar, according to Larsen-Freeman, is the set of rules that order a language. An error, on the other hand, is the use of a word, speech act, or grammatical item in such a way that it appears damaged and suggests incomplete learning (Rothe et al., 2021). The researcher used errors analysis on surface strategy taxonomy because this category is related to students' writing skills on grammatical structure. It is divided into four subcategories: omission, addition, misformation, and misordering errors.

Google Translate

Google Translate is one of the most popular machine translation services today. Although Google Translate has many benefits, it also has drawbacks that are frequently an issue, particularly in the academic field. Because it only provides one meaning at a time, Google Translate has difficulty interpreting a single word and acting as a multilingual dictionary (Tsai, 2019).

Translating Narrative Text

Translation, according to , is the process of transferring meaning from one language to another. The difficulty levels of Indonesian to English and English to Indonesian translation are similar in general, but some students commented that Indonesian to English translation is more difficult. A lack of cross-cultural awareness and sociolinguistic competency harms the translation capacity of Indonesian students in particular, and Asian students in general (Murtisari, 2020).

Some students still use word-for-word translation when translating. Narrative text is used to entertain readers with stories that are either imagined or true, such as fairy tales, science fiction, and romance; we can even think of our stories as films in which the audience sees and hears people in action. As a result, it should be detailed and simple to understand, with events organized logically (Abdullah et al., 2019).

RESEARCH METHODOLOGY

This study conducted in one of the vocational high schools in North Sumatera. This school was chosen as the research site because the researchers had previously completed a teaching internship there and discovered that students' English skills were still lacking when it came to translating the questions. They also rely on Google Translate to assist them in translating and answering the questions. The primary source in this study is the translation result of Google Translate. The secondary source of this research is the narrative text that written by first year Culinary art students in the academic year 2022/2023.

Research methodology in this research is qualitative research with content analysis method as the research design. To collect the data, the researcher used one of technique in qualitative research that is documentation which can provided certain information in the form of written sources or documentation, such as books, periodicals, and diaries. This strategy is used by the writer to obtain data, i.e., ask students to write a narrative text in Indonesian, then the researcher translate it using Google Translate. After translated it, the research analyzed the result of translation. It would facilitate the researcher in identifying grammatical errors in translating it from Indonesian into English text using Google Translate.

In this study, the researcher applied Miles & Huberman theory to data analysis, hence there are four steps to follow such as data collection that the researcher collects all of the information that will be utilized to complete the research. Then data reduction, in a written field note or transcript, the process of selecting, focusing, reducing, abstracting, and modifying data was described. After it, Data Visualization that compact collection of data that allows for conclusion drawing and action. The last step is to conclude it. For the trustworthiness, the researcher use test for Credibility. The Credibility test of the study data is supplied so that the conclusions of the research are not questioned as a scientific work in progress. By making use of reference materials. A reference is a piece of evidence used to back up the data discovered by the researcher.

RESEARCH FINDING

In this research, an analysis of grammatical errors of using Google translate from Indonesia to English in writing narrative text among Culinary art students in one of Vocational school in North Sumatera. They use Google Translate to help them complete assignments or translate tasks from their teacher. Surface strategy taxonomy theory of analysis was used to categorize the data, which included errors in omission, addition, misinformation, and misordering. An omission error occurs when an item that must be present in a properly formed utterance is missing. The presence of an item in a sentence or utterance that should not be there was defined as an addition error. The act of replacing a word or phrase is known as misinformation (Matamoros-González et al., 2017). The last type of error is a misordering error, which occurs when a morpheme or group of morphemes is incorrectly placed in an utterance (Kardiansyah & Salam, 2020).

Based on the findings of the study, the researcher selected three students' narrative texts and translated them using Google Translate. Following that, the researcher analyzes it to find the grammatical errors.

Table 1. Omission errors

Days later	→	A few days later
even though in my heart was really awkward	→	eventhough in my heart it was really awkward.
when we were in junior high we all separated	→	when we were in junior high school we allseparated
He rushed to go home because the clock also put at 18 pm	→	He rushed to go home because the clock was also set at 18 pm

Table 2. Addition errors

a few years ago, right when I was inthe 4th grade of elementary school	→	a few years ago, when I was in the 4th gradeof elementary school
Even though there were only 3 people, but I felt very comfortable	→	Even though there were only 3 people, I felt very comfortable

Table 3. Misformation errors

Source text (Indonesia)	Translation Results	The correct sentence
Tapi pada awalnya aku begitu senang tetapi itu berakhir dengan tangisan	but at first I was really happythat it ended up in tears.	but at first I was so happy that itended up in tears.
Kenangannya sangat-sangattidak bisa dilupain	His memories are so , so unforgettable	His memories are really unforgettable
sampai buat saya gagal move on dan kepikiran dia terus	it makes me fail to move on andthink about him all the time.	it makes me unable to move onand think about him all the time.
seiringnya waktu kami pun pulang dan memutuskan untuk beristirahat sebentar di rumah saya	over time we went home anddecided to rest for a while atmy house	As time goes by we went home and decided to rest for a while at my house
Error in article using	One of my friends went to the boarding school.	One of my friends went to a boarding school.

Error in form	I don't know anyone	I didn't know anyone
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Table 4. Misordering errors.

right on 19 november 2021	→	Right on November 19, 2021,
he tried to take me for a walk, at first I didn't want to but because I was curious about him I finally wanted to.	→	I didn't want to at first, but because I was curious about him, I eventually did.

DISCUSSION

It is often known that Google translate translations are not always correct. Google translate statements frequently violate grammatical forms, such as the usage of articles, tenses, and substitution. This is consistent with what Srikandi & Daulay (2022) wrote in her book: "In general, current machine translation can only achieve 90% accuracy at best unless used in a carefully controlled language application like safety data sheet materials," Specifically, in this research the researcher used errors analysis on surface strategy taxonomy because this category is related to students' writing skills on grammatical structure. It is divided into four subcategories: omission, addition, misformation, and misordering errors. That will be discussed one by one as follows:

First is omission error. This is a type of error that occurs when an item that must be present in a well-formed utterance is missing (Putri, 2019). There are four errors that found. One of the examples is in the sentence "*when we were in junior high we all separated*" to translate *ketika kami masuk ke SMP kami semua berpisah*". In these sentences there is omission error in translating word SMP. It just translated *Junior high* instead of Junior High School. The second grammatical error is addition error. Addition error is defined as the existence of an item in a sentence or utterance that should not be there (Chou, 2014). There are two errors found. One of it in sentence *Even though there were only 3 people, but I felt very comfortable*. The word *but* should not be there because there is word *even though* that have explained.

Misinformation is the third error. Misinformation is the act of replacing a

word or phrase but in a wrong way as the result give misunderstanding (Zhou et al., 2019). There are six misinformation error out of 5 narrative texts. One of that is when translate *seiringnya waktu kami pun pulang dan memutuskan untuk beristirahat sebentar di rumah saya* to over time we went home and decided to rest for a while at my house. The word over time in that sentence is not the right word to translate *seiring berjalannya waktu*. Instead of using word over time, we can use As the time goes.

The last type of grammatical error in the translation of narrative text using google translate is misordering. A misordering error occurs when a word or a group of words is placed incorrectly in an utterance. Two misordering error are found. One of that is *right on 19 november 2021* it should *Right on November 19, 2021*, It must be noted that the placement of punctuation is important because this will greatly affect the output of the translation. As Kembaren (2018:106) stated that in general, current machine translation can only achieve 90 percent accuracy. However, the quality of Google Translate translations needs to be significantly improved. As a result, teachers must be aware of that limits and give the students proper instructions. The translation quality was still poor, and to be useful, the texts still required extensive post-editing.

CONCLUSIONS

There are four omission errors in five narrative texts. There are two addition errors. Those are deletion articles and translated people's names. misinformation errors are the most common, followed by a total of six errors. Among them are replacement errors because they cannot find the right equivalent, translating word for word, pronoun substitution errors, and translating people's names. The last is a misordering error. There are two misordering errors in writing date. The researcher suggested the students enrich their vocabulary to make it easier for them to translate and focus the punctuation in our Indonesian writing so that translation errors are reduced. Aside from expanding vocabulary and paying attention to punctuation marks, the researchers suggest that students improve their knowledge of grammar so that when an error occurs, they are immediately aware of it and may correct it with the proper word or phrase structure.

Teachers are advised to always incorporate knowledge of grammar when teaching any material. The most importantly, it must be able to make students aware that even Google Translate still needs correction afterward.

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